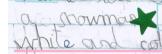




		<u>Autumn T</u>	<u>erm – Year 4</u>	Emerging			
Handwriting							
Understand which letters, when adjacent to one another, are best left unjoined.							
Planning, composition and editing							
Record, discuss and use vocabulary and grammar from books that have been exposed to me							
to inspire my writing.							
Use individual story map to plan the order of a story.							
Plan the order of the writing, begin to understand the importance of cohesion and make							
notes under appropriate sections.							
Decide appropriat	e paragraph br	eaks for worl	k.				
Grammar and Punctuation							
Use expanded noun phrases with modifiers.							
Use ambitious adjectives to enhance the nouns in the writing.							
Choose the most a	appropriate no	uns and pron	ouns.				
Choose the most a	appropriate ver	bs to accurat	ely describe	to the reader w	/hat is being		
described.							
Use a simile as a sentence opener.							
Use show don't te	ll to describe h	ow a charact	er is feeling.				
Short sentences to move events on quickly in a story.							
Extend sentences to add more detail by using a variety of subordinating conjunctions (All of							
Year 3 + during, since) at the start and in the middle of a sentence.							
Use the acronym F	ANBOYS to he	lp me remem	nber coordina	ting conjunctio	ons		
(All of Year 3 + for	, nor).						
Use prepositions a	is fronted adve	rbials and inc	clude an adje	ctive to give th	e reader mor	e	
information.							
Write a complex question sentence to emphasis my point in both fiction and non-fiction							
writing.							
Use an apostrophe for plural possession with regular plurals.							
Know the difference between the plural and possessive 's'.							
Use a comma after a fronted adverbial.							
Use the Standard Form of English, drawing on my knowledge of Subject Verb Agreement.							
Identify the difference between simple past and simple present tense.							
Include direct speech in stories but change where the reporting clause is in the sentence							
beginning and end).							
Mark the reporting	g clause (who s	aid it) with a	comma when	n it is not at the	e end of the		
sentence.							
<u>Spellings</u>	1		1				
accident	accidentally	believe	bicycle	business	caught	centre	
century	certain	circle	difficult	disappear	eight	eighth	
enough	experience	famous	favourite	grammar	guard	guide	
height	knowledge	length	library	material	medicine	mention	
minute	naughty	notice	occasion	occasionally	opposite	ordinary	
particular	peculiar	position	possess	possession	potatoes	pressure	
probably	purpose	sentence	separate	special	strength	suppose	

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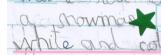
I am a St. Wilfrid's Writer Assessment



	therefore	though	although	thought	through	various	weight	
	woman	women						
Suffix	·-ly' added to	words ending	g in 'y', (happi	ily, angrily, pr	ettily, lazily, h	ungrily, windi	ly, readily,	
heavi	ly, emptily)							
suffix	'ly' to words	ending in 'le' (gently, simply	y, humbly, no	obly)			
suffix	'ly' to 'ic' wo	ords (basically,	frantically, di	ramatically)				
			1 6 . 1	c /		1 1/1 11		

² Homophones (peace/piece, main/ mane, fair/fare, scene/seen, mail/male, bawl/ball)

<u>Spring Term – Year 4 Developing</u>	
Handwriting	
Use a consistent and efficient style of handwriting	
Planning, composition and editing	
Retrieve information in note form from a non-fiction text and begin to group similar	
information using appropriate subheadings.	
Grammar and Punctuation	
Use simple sentences for dramatic effect and know when to expand using conjunctions to	
create compound and complex sentences.	
Use more interesting metaphors to describe things in my writing.	
Use adverbs to show cause.	
Expand some sentences using subordinate clauses to give more detail about an event, and	
also leave some short for effect in narrative writing.	
I can explain how to use Present Perfect Tense and use irregular verbs.	
Spelling	
Words ending /ʒə / sure (measure, treasure, pleasure, enclosure)	
Words endings sounding like /t∫e/ 'ture' endings (creature, furniture, picture, nature,	
adventure)	
Endings that sound like /ʒən/ spelt, '-sion', (collision, confusion, division, invasion, decision,	
television)	
Endings that sound like /ʃən/ spelt '-tion' (invention, injection, action, hesitation, completion,	
fiction, fraction, direction, attention, reduction)	
Endings that sound like /ʃən/ spelt -sion (expansion, extension, comprehension, tension.	
Endings that sound like /Jan/ spelt '-ssion (profession, session, percussion, discussion,	
oppression, passion, mission, possession)	
Endings that sound like /ʃən/ spelt '-cian', (musician, electrician, magician, politician,	
mathematician, optician, physician)	
suffix 'ation' (information, adoration, sensation, preparation, admiration)	
Words with the /s/ sound spelt 'sc' (Latin in origin) (science, scene, discipline, fascinate,	
crescent).	



I am a St. Wilfrid's Writer Assessment

	<u>Summer Term – Year 4 Secure</u>
	Handwriting
	Use a fluent, consistent style and write at speed
	Planning, composition and editing
	Correct, edit and improve writing.
	Propose grammatical changes to improve writing.
	Grammar and Punctuation
	Beginning to use personification to describe things in my writing.
	Use fronted adverbials followed by a comma. When (Frequency) and How (Degree).
	Include complex sentences in my writing which start with a subordinating conjunction and
	marking the subordinating clause with a comma.
	Understand the difference between the use of conjunctions, adverbs and prepositions and
	can explain this.
	<u>Spellings</u>
	prefix in- (inactive, indecent, incapable, inconvenient, inattentive, incredible, inverted,
	inaccurate).
	prefix il- (Illegal, illiterate, illegible)
	prefix im- (immature, immobile, impractical, impossible, improper, improbable, impatient,
	impolite)
	Prefix ir- (irregular, irrelevant, irresponsible)
	prefix inter- (interact, interfere, international)
	Adding suffixes beginning with vowel letters to words of more than one syllable ('-ing', '-er', '-
	en', '-ed') (forgetting, forgotten, beginning, beginner, preferred, gardening, gardener,
L	limiting, limited, limitation).
_	Suffix '-ous (poisonous, dangerous, mountainous, famous, various)
	suffix 'ous' (words ending in 'our' - humorous, glamorous, vigorous)
L	suffix 'ous' (words ending in 'ge' - courageous, outrageous)
	suffix 'ous' words ending in an 'e' sound. (serious, obvious, curious, hideous, spontaneous, courteous)
⊢	Converting nouns or adjectives into verbs using suffixes
	-ate (pollinate, medicate)
	-ise (apologise, standardise)
	-ify (notify, purify)
	Verb prefixes (over- and re)
	-mis (misbehave, misfire, miscalculate, misread)
	-dis (disappear, disarm, disagree)
	-de (deform, decode, deflate)
	-re (bound, recycle, replace, rewrite)
	-over (overanxious, overload, overheard, oversized)